



University of Victoria
Department of Geography
Winter 2019

Advanced Landscape Ecology – GEOG 487

Instructor: Dr. Dennis E Jelinski
Office: David Turpin B212
Email: jelinski@uvic.ca
CLASS: Wed 14:30-17:20
Place: DSB C-108
OFFICE HRS: T 14:30-16:00 and by Appointment

Course Philosophy:

Teachers open the door, but you must enter by yourself

Chinese Proverb

COURSE DESCRIPTION:

Ecological systems are almost invariably heterogeneous in structure. Landscape Ecology is a sub-discipline of ecology and geography that examines this heterogeneity, specifically spatial patterning—its causes, development, and its effects on ecological processes. The field of Landscape Ecology has grown by leaps and bounds over the past 30 years and is now a well-recognized field of inquiry. Students will be immersed, *at and advanced level*, to current theory, concepts, methods, and applications of landscape ecology, principally by reading and discussion of the literature.

Course Objectives: Upon completion of the course students should have:

1. a detailed understanding of a suite of advanced concepts of landscape ecology;
2. the ability to use principles of landscape ecology as understood from a “deep dive” approach to evaluate relationships among spatial patterns and ecological processes.
3. an ability to read and critique research in landscape ecology;
4. an appreciation of the application to issues of wildlife management and ecosystem conservation, environmental sustainability and land-use planning;
5. significantly advanced your speaking and presentation skills as an important component of career development

HIGHLY RECOMMENDED FOR TERM PAPER – STRUNK, W AND E. B. WHITE. ELEMENTS OF STYLE, 4TH EDITION. Available in most book stores and on-line.

TEACHING/LEARNING METHODS

This course has been developed as a seminar course specifically tailored to senior undergraduate students who have a thorough and comprehensive understanding of the

principles of landscape ecology, and ecology and evolution in general. The course requires a deep desire to “get into the weeds” through careful reading of the relevant literature and critiquing that research.

CourseSpaces learning management systems (LMS) will serve as a major conduit of information in this course (<http://coursespaces.uvic.ca>). This is where I will post important resources that should help you and includes course information, selected lecture overheads, and important dates/announcements.

At this time it is recommended that CourseSpaces users do not use the Safari web browser due to technical issues. Please use Mozilla Firefox or Google Chrome to ensure any issues can be avoided. Please contact coursespaces@uvic.ca with any questions.

Please visit often. If you are having difficulty logging in or password problems, contact the Computer Help Desk Email: helpdesk@uvic.ca, Tel: 250-721-7687

Cell phones and laptops must be turned off or silenced during lectures.

Class participation:

Learning in a senior-level seminar course requires a willingness to expand one’s foundation by ensuring you understand the basic foundational theory and concepts and paying close attention to the details of the papers basis for new knowledge. This is demanding. It requires energy, effort, and focus. It requires an interest in engaging with a topic, grappling with new ideas, questioning and challenging others, and striving to think in new ways. **Students are expected to show a high level of engagement and participation in this learning process.** To this end, ***everyone is expected to have read the assignment before class and given thought to the paper’s content and context.*** A good strategy for being prepared is to write down questions or observations about each paper as you are reading it.

Discussions are only effective for all when everyone is prepared and has perspectives to contribute. Ask questions during the classes. Respond to questions posed by the instructor and by other students and follow-up with your own insights and opinions. There is no place for passive onlookers in this course.

Assignment 1: Four review summaries of assigned readings and discussion leader

Students will complete brief review summaries of 4 assigned readings on focal research in landscape ecology. It is essential to give yourself enough time to read, fully understand, and reflect on the reading: waiting til day before the class is strongly ill-advised. You will then write a 300 to 450 word review summary of the assigned reading and upload this as an assignment to **CourseSpaces no later than 6:00 pm the day before the class.** The purpose of this assignment is to develop and share a brief but thoughtful summary of the paper, and to suggest questions or criticisms that could be discussed in class. With one other student you will lead the discussion of the paper. When posting to CourseSpaces send a separate copy to the instructor (jelinski@uvic.ca).

Posting of your summary later than 6:00 pm the day before class will result in an automatic loss of 50% of the grade.

Tips for leading your discussion

In the summary for your classmates, address these among other points: What question in landscape ecology does the paper address? What theory or concept in landscape ecology, ecology, physical geography, land-use planning, wildlife management etc is it related to? What methods did the authors use? (Be prepared to explain them and not just list). How does the authors' design of the research or interpretation of results draw on key concepts in the field? What does the paper add to our understanding of a problem, concept, or application of landscape ecology. Write these reviews using your highest level of insight. State some questions or criticisms that you have, after reading this paper that will be used in class for discussion (thus the need to submit the analyses the day before class.). A hard copy must also be handed in.

For the day of the class have a set of questions that you have answers for while planning discussion but that you are going to pose to your classmates. This list is not exhaustive by any means. What is the main conceptual contribution of the paper? Why might it be important or influential? Is it a representative example? Does it propose a new direction or idea? How does this paper relate to other papers general concepts with which you are familiar? Are there any new approaches represented? Are there any problems with the study? How does this reflect the current state of the science?

Read Carefully. If a student misses class on the day he or she is scheduled to make a presentation, no make-up will be allowed and a zero grade will be given for the presentation. No exceptions granted.

Assignment 2: Student presentation of a paper in landscape ecology

Each student will present to the class a paper from the landscape ecology literature and lead a subsequent discussion. Students may select a paper from a list provided or another of their own choosing with permission by the instructor. The presentation **must run 12 to 15 minutes** (to be followed by questions). In your presentation, use PowerPoint (or Keynote) and provide an introduction, a methods section, results, and **your** interpretation and analysis. In your presentation, make linkage to theories and concepts covered in the course and elsewhere. These are not informal presentations. Use your best professional presentation skills and keep to period allotted. This will require that you practice your presentation before sharing with the class.

Assignment 3: Exams

There will be a several pop quizzes and one final exam. They will assess your understanding of the fundamental concepts, principles, and findings of selected research in landscape ecology as reflected in our readings and discussions.

Pop Quizzes –	20%
3 Review Summaries -	25%

Major Presentation –	20%
Final Exam – March 20	25%
Participation –	10%

Policies on Absences

Attendance is recorded at each class meeting. If you have an anticipated absence (e.g., conference travel or field trips in other courses), please let me know before the class that you will be absent. If you are unexpectedly absent (e.g., illness), please inform me at your earliest convenience.

For classes that are missed, students are responsible for the material that was covered in class and for completing the readings. A summary of the assigned readings (two pages doubled-spaced page maximum for each assigned paper) should be submitted no later than one week after the missed class. The summary should include a brief statement of what was covered in the paper, your thoughts on the primary contribution(s) of the paper, any insights that were new for you, and questions that were raised in your mind by the paper. I'm wishing to see your thoughts about the readings as part of a constructive critique and not just a recap of what the authors wrote.

Late Assignments

Late assignments will be penalized 20% per day (including weekends and holidays). Exceptions will only be granted for documented medical or compassionate reasons. As noted above please inform me of your situation promptly and present written proof within five working days. Only the course instructor can grant exceptions.

Conflicts with holidays or travel plans are not considered an acceptable reason to apply for a deferred exam or assignment extension.

UVic Grading System

As noted in the UVic calendar

“A primary purpose of evaluation and grading is to further effective teaching and learning. The table on this webpage shows the official grading system for final assessments of student performance. “

<https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/grading.html>

Grading Scale:

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

Academic Integrity

Academic integrity matters are governed by UVic's Policy on Academic Integrity (<http://web.uvic.ca/calendar/FACS/UnIn/UARe/PoAcl.html>), which now includes provisions for the "**Unauthorized Use of an Editor**". Please make sure that you are familiar with this policy.

Plagiarism

Plagiarism is not tolerated at the University of Victoria. Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations, for referencing your sources, or unauthorized use of an editor, please familiarize yourself with the University policy on academic integrity found in the Undergraduate Calendar at the following website. <http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html>.

Infractions will be dealt with in accordance with University policy. Commonly, the penalty for any form of cheating/plagiarism is a grade of F on the tests or laboratory assignments, or a final grade of F in the course. However, depending on the severity of the case other penalties may include a record on the student's transcript or expulsion.

To help avoid plagiarism and cheating please see this guide (<http://library.uvic.ca/instruction/cite/plagiarism.html>).

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL as soon as possible <https://www.uvic.ca/services/cal/>). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Course Evaluation

Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey of your learning experience. The survey is vital to providing me with feedback on the course and my teaching, as well as to help the department improve the overall program for future students. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Help with Writing?

Centre for Academic Communication (CAC) uvic.mywconline.com

CAC tutors can help you compose better essays, integrate your research and ideas, and become a more efficient writer. We also help students with all areas of academic communication, including giving great presentations, understanding academic integrity, and knowing the academic expectations of undergraduate and graduate work. We will help you acquire the skills necessary to be an effective, efficient communicator in the university environment. We won't edit or fix your work for you; rather, we focus on your role in the process, allowing you to develop your abilities and confidence as a communicator.

Important Dates

January 2019		
1	Tuesday	New Year's Day ¹
7	Monday	Second term classes begin for all faculties
11	Friday	Senate meets
17	Thursday	Last day for course changes for Faculty of Law
20	Sunday	Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see www.uvic.ca/course-registration/add-

		drop > Last day for graduate students to register in a personal leave in second term
23	Wednesday	Last day for adding courses that begin in the second term
31	Thursday	Last day for paying second term fees without penalty
February 2019		
1	Friday	Senate meets
10	Sunday	Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see < www.uvic.ca/course-registration/add-drop >
15	Friday	Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation (students completing in the Spring term only)
18	Monday	Family Day ¹
18-22	Monday-Friday	Reading Break for all faculties
28	Thursday	Last day for withdrawing from full year and second term courses without penalty of failure
March 2019		
1	Friday	Senate meets
April 2019		
5	Friday	Senate meets Last day of classes for all faculties
8	Monday	Examinations begin for all faculties
19	Friday	Good Friday ¹
22	Monday	Easter Monday ¹
27	Saturday	Examinations end for all faculties End of Winter Session

Positivity and safety

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.